





Our Vision

Connected and thriving communities
of lifelong learners.

Our Purpose

Empowerment through Learner-centred
education and training.



Integrity:

We assess our practices openly and honestly. We learn from our mistakes and meet our commitments. We value integrity: our actions match our words (we walk the talk), and our work contributes to a greater whole (our sum is greater than our parts).

Inclusion:

We embrace the work necessary to create equity for all. We acknowledge painful histories, confront biases, change our policies and hold each other accountable.

Collaboration:

We embrace working together in partnership with each other, students and a wide range of stakeholders. We value bringing together a spectrum of expertise, backgrounds and perspectives which fuels a culture of creativity and innovation.

Innovation:

We do it the Novo way. Our success—and much of the fun—lies in developing new ways to do things.

Our Acknowledgement

Novo Education Space acknowledges the traditional custodians of the lands on which we work and learn. We pay our respects to Elders past, present and future. We are committed to creating safe and welcoming learning centres for First Nations people to flourish and grow as future community leaders.



Novo Education Space is operated by Workers' Educational Association Illawarra (WEA Illawarra)

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This report is prepared by Novo Education Space to meet educational and financial reporting requirements of the 2024 reporting year, in accordance with the Australian Government's *Australian Education Regulations 2013* and the NSW Education Standards Authority requirements for registered and accredited non-government schools under the *Education Act 1990*. Report completed and published June 2025 © 2025 Workers' Educational Association Illawarra. Except as provided for under legislation and WEA Illawarra's government funding agreements and registration requirements, no part of this report may be copied or reproduced without the permission of WEA Illawarra.

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From the WEA Illawarra Board of Directors



I am pleased to present the 2024 Annual Report for Novo Education Space on behalf of the Board of WEA Illawarra, the governing body of the school.

WEA Illawarra is a registered charity which has been providing lifelong education opportunities and vocational training services for 110 years.

In 2024, the Board announced the appointment of Natasha Osmond-Dreyer to the position of Chief Executive Officer of WEA Illawarra and Principal of Novo Education Space. Natasha has experience in education, finance, risk, technology, leading people, and a deep commitment to lifelong learning.

Throughout 2024, we continued to see Novo Education Space students engage in our learning communities in the Illawarra and Shoalhaven regions. Novo Education Space provides a safe, respectful, and inclusive environment for our young people to learn and grow, and it is always inspiring to see their progress celebrated at our recognition events held at all our campuses at the end of the year.

Towards the end of 2024 we worked towards amalgamating our Novo Education Space Vincentia and Nowra campuses to better manage the needs of students and staff. This resulted in the very difficult decision to close the Vincentia campus at the end of the 2024 school year and transition students to learning from our Nowra campus. To support the transition, we designed a new staffing model to commence from 2025, including new Head of Campus and Assistant Head of Campus positions and additional Mentor Teachers to reduce the teacher to student ratio to 1:8. A new, larger school site has been secured in the Nowra CBD with the Nowra campus planned to move to this location in 2025. This will allow us to offer more places to students in the Shoalhaven region, in facilities that are fully managed by WEA Illawarra (rather than shared with other service organisations), and design the learning spaces for 21st Century teaching and learning which meets the needs of our students who have experienced educational trauma alongside other health and wellbeing challenges. Construction and fitout of the premises will commence in Term 2 of 2025.

Future planning for Novo Education Space includes the opening of a third campus and ultimately the appointment of a dedicated Principal role to enhance the leadership of the school, support future growth, ensure deeply embedded student-led education practices with high-impact outcomes, and develop and maintain an engaged and high-performing team with strong alignment to our mission.

On behalf of the Board, I would like to thank the dedicated team at Novo Education Space for their commitment to the organisation's vision, purpose and values and their continued support of and belief in our students.

Ross Crapis
Chairperson
WEA Illawarra Board

Principal's Message

2024 has been a defining year for Novo Education Space and for me personally, stepping into the role of Chief Executive Officer of WEA Illawarra and Principal of Novo Education Space. It has been a year of learning, listening, courageous decisions, and a deepening of our collective commitment to delivering education that transforms lives.

Throughout the year, I have had the privilege of walking alongside our students, families, and staff across our campuses in the Illawarra and Shoalhaven. Each day, I am reminded of the resilience and potential of our young people—and of the responsibility we hold to create environments where they can thrive. Our work is not only about education; it is about healing, connection, and growth.

The decision to consolidate our Vincentia and Nowra campuses was not made lightly. It required empathy, clarity, and a strong alignment to our purpose. In doing so, we have taken significant steps to ensure that our resources and energy are directed where they will have the greatest impact—towards inclusive, student-centred learning that meets the complex and varied needs of our cohort. I am grateful for the compassion and professionalism shown by our team throughout this transition.

We have also laid the groundwork for the next phase of Novo's growth. From designing a staffing model that prioritises small-group learning and individualised support, to securing a new campus site in the Nowra CBD, we are preparing for a future in which more young people can access a high-quality education in a setting built specifically for them. Our future plans—including the establishment of a third campus and the appointment of a dedicated school Principal—speak to our ambition to create sustainable, deeply impactful education pathways for years to come.

At its core, Novo is about people. I want to thank the exceptional staff who bring our mission to life every day. Your belief in our students and one another shapes a culture that is as generous as it is rigorous. To our families and carers, thank you for your trust. And to our students—you are the reason we do this work. Your courage and curiosity continue to inspire us all.

As we look to 2025, I am energised by what lies ahead. We will keep stretching towards innovation while staying grounded in compassion. Together, we are building something that is truly outside the ordinary.

Natasha Osmond-Dreyer
CEO WEA Illawarra
Principal Novo Education Space

The Novo Education Space Way

Context

Novo Education Space is an independent Special Assistance School registered with the NSW Education Standards Authority (NESA) for Years 9 to 12. Novo Education Space is operated by WEA Illawarra. WEA Illawarra is a registered charity and Public Benevolent Institution which has been providing community-based, lifelong learning opportunities for over 100 years. WEA Illawarra also operates an adult Community College and Registered Training Organisation. Through our programs, we deliver education and training centred on learner goals, needs and interests, and we work with youth and adult learners with diverse backgrounds and needs to enhance social and economic inclusion and participation. In 2024, Novo Education Space operated campuses in Wollongong, Nowra and Vincentia, NSW.

Charter

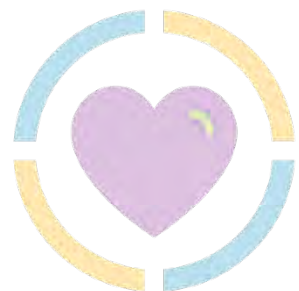
Our school strives to lift up young people, developing in them renewed hope, self-worth, autonomy and optimism. Our job is to help young people believe in themselves and to realise that they can shape their future and choose what it will be, regardless of what has come before. We acknowledge that staff, students and caregivers are all on a learning journey together and we work hard to make sure nobody gets left behind. We are committed to shaping the lives of young people so that they flourish and are positive contributors to their communities.

Our **School Culture** is characterised by:

- Belonging
- Kindness
- Patience
- Courage
- Trust
- Responsibility
- Acceptance and forgiveness
- Respect for self and others
- Championing growth
- Unconditional positive regard for each member of the school community
- Recognition and celebration of everyone's giftedness
- High expectations and no excuses

Our **Learning and Teaching Practice** is characterised by:

- The quality delivery of the NSW Curriculum
- Specialised strategies for healing, growth and achievement
- Belief that every student can learn, progress and succeed
- A shared commitment to growth mindset and life-long learning
- Student-centred and engaging learning experiences
- An active student voice
- Practice that is evidence-based and reflective of current research
- Being well prepared
- Innovation and continuous improvement
- Flexibility, adaptability and agility

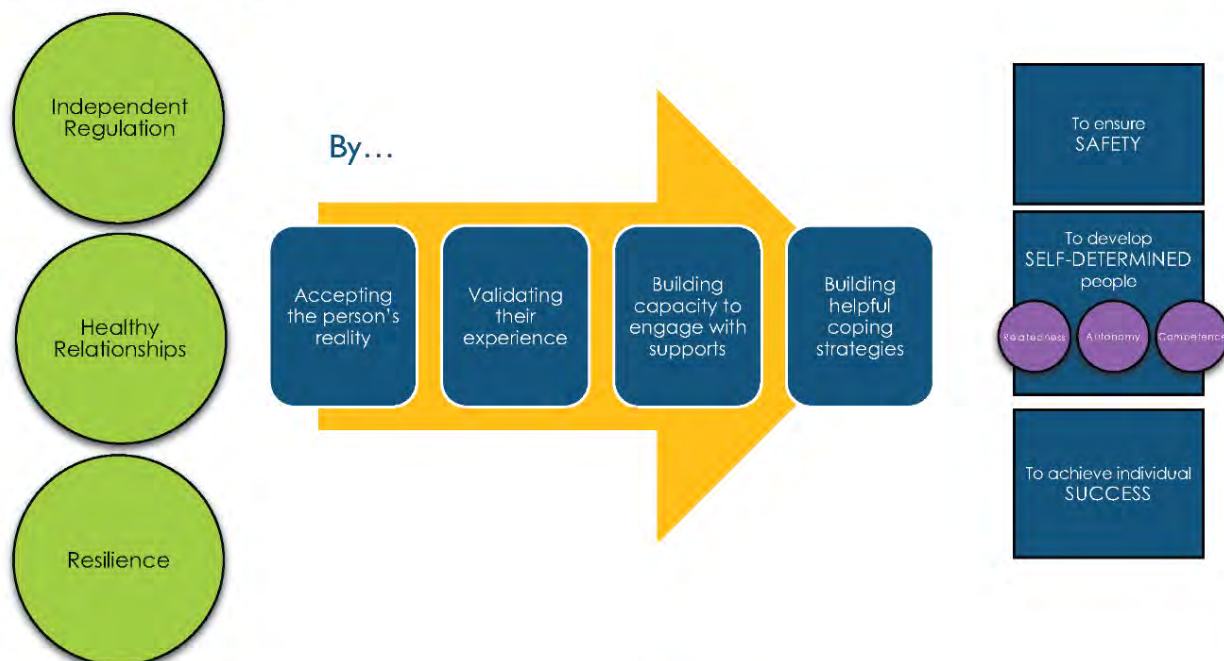


Teaching & Learning the **NOVO** Way

EDUCATION SPACE



We want to develop...



Wellbeing the **NOVO** Way

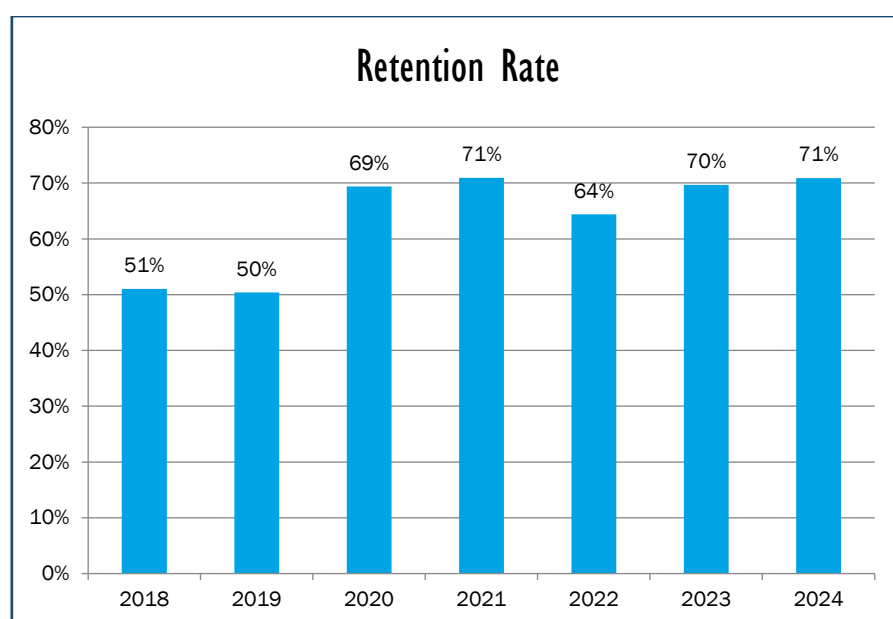
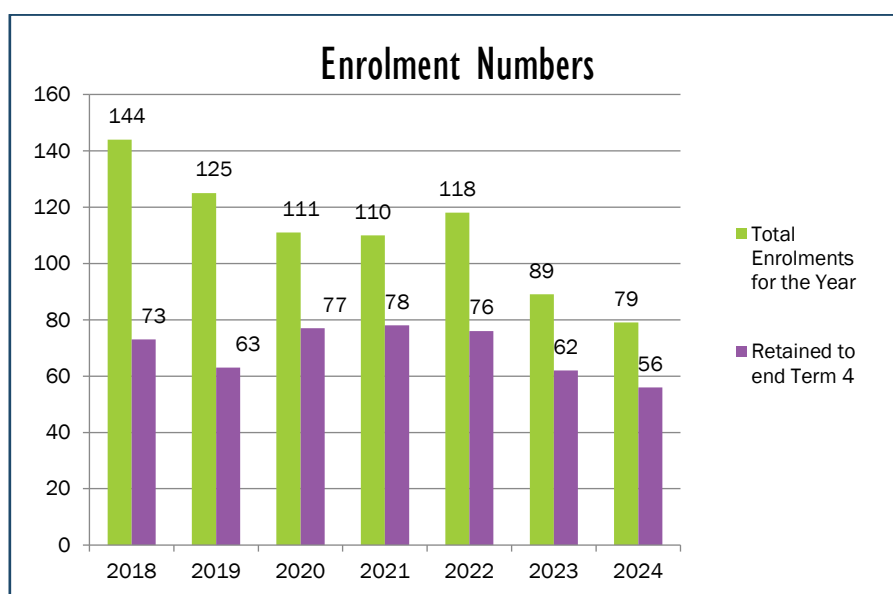
EDUCATION SPACE

Characteristics of the Student Body

The NSW Minister for Education has granted Novo Education Space status as a Special Assistance School. This recognises that the school primarily enrolls students with social, emotional or behavioural difficulties.

Throughout 2024 Novo Education Space enrolled a total of 79 students across Years 9, 10, 11 and 12 at our three campuses. Fifty-six (56) students maintained their enrolment until the end of Term 4, representing a **71% retention rate**.

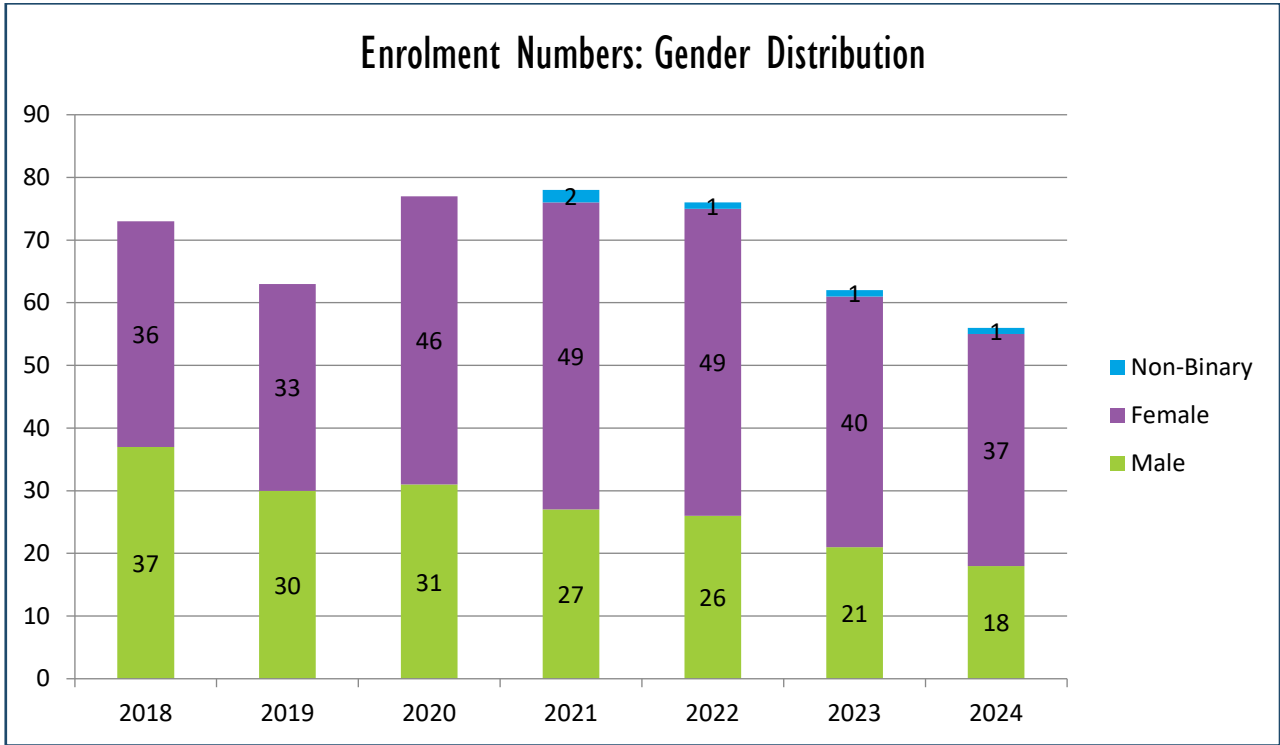
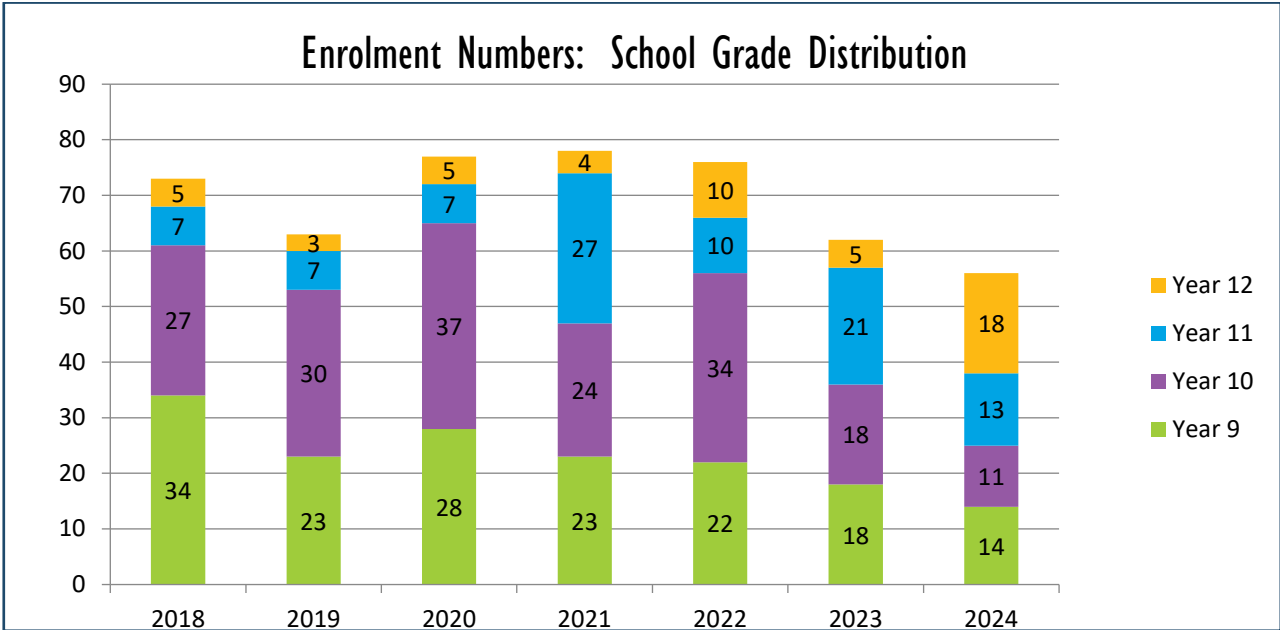
Each year, Novo Education Space takes on a new cohort of students and the challenges each student faces in completing their education will impact differently on their motivation and capacity to complete the school year. In the senior school (Years 11 and 12) there is always a proportion of students who will leave school prior to completing their education as opportunities arise for further training and/or employment in line with their stated goals for their future.



Of the 56 students enrolled at the end of Term 4 in 2024, 18 students completed their Year 12 schooling and 31 students re-enrolled to continue their schooling with Novo Education Space in 2025 as follows:

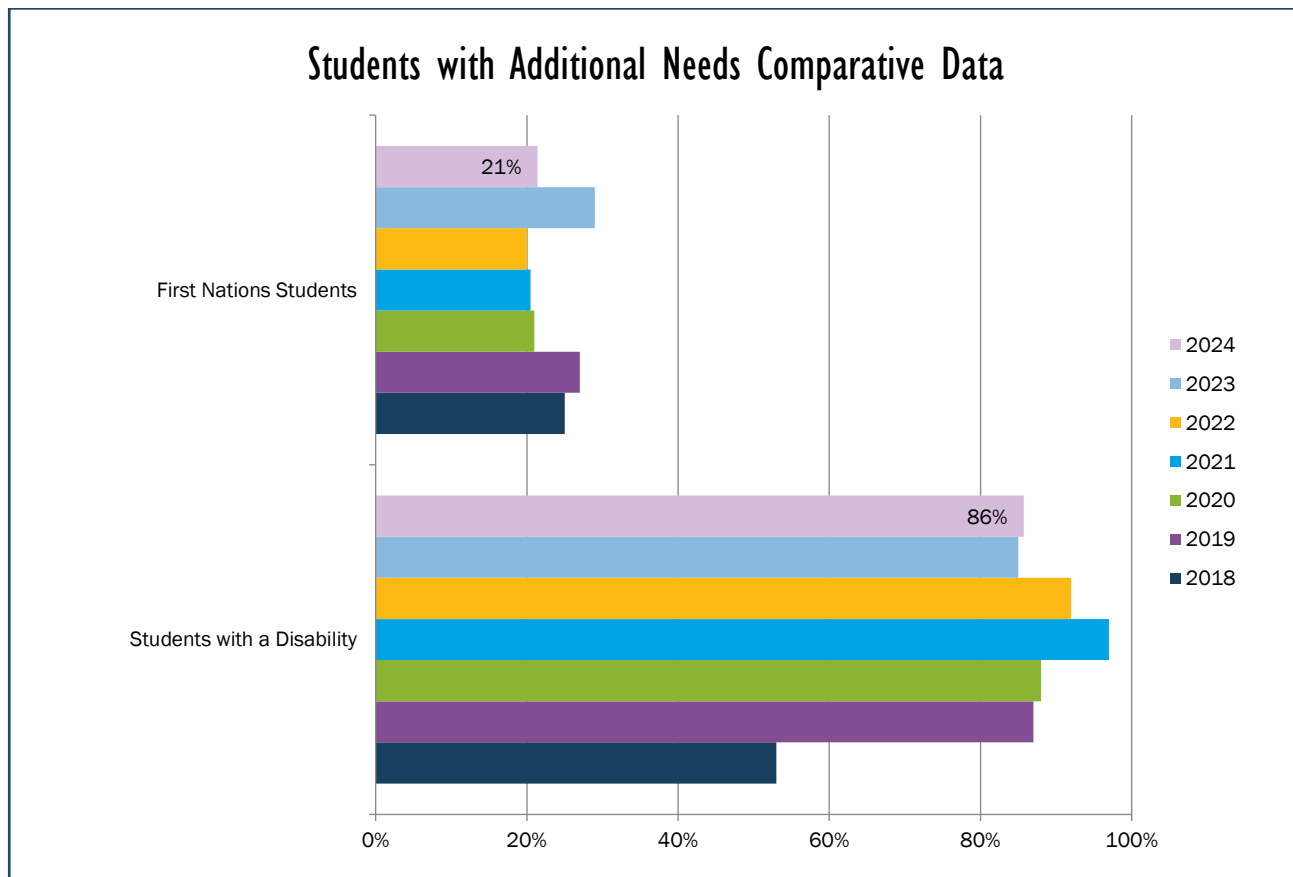
	Number of Students
Year 9 students returning for Year 10	14
Year 10 students returning for Year 11	7
Year 11 students returning for Year 12	10
Total number of students returning to Novo in 2025	31 (81%)

The following charts indicate the distribution of students who remained enrolled to the end of Term 4 in school grades and by gender, over the last seven years of Novo Education Space’s operation.



Of the 56 students enrolled until the end of the 2024 school year:

- 21% identified as Aboriginal and/or Torres Strait Islander.
- 86% had a disability which impacted on their learning and for which supplementary, substantial or extensive adjustments were required to enable them to participate in their education along with their peers.



"My child loves attending Novo. The staff have been extremely helpful in dealings with myself and my child. I can't imagine him going to any other school. Thank you to all the staff"

- 2024 Parent/Carer Survey Respondent

Reflection on Teaching and Learning

2024 has been a year of significant progress and consolidation in Teaching & Learning at Novo Education Space. Taking forward our strong commitments to evidence-informed practice, trauma-aware pedagogy, and student-centred learning, our team continued to refine and enhance our approach to better meet the needs of our students.

Key Achievements & Data

- **ASDAN:** Novo students achieved outstanding results in ASDAN this year, with 107 credits awarded, 12 Bronze Awards, and 2 Silver Awards. This demonstrates the growing engagement of students in meaningful learning experiences that contribute to their personal and academic development. This was achieved through extensive in-house professional learning to upskill teachers in effectively integrating ASDAN into programs, as well as training several new staff as moderators to support ongoing teacher professional development in ASDAN implementation.
- **Year 12 Retention:** We saw a marked improvement in student retention, with 81.8% of Year 12 students completing the year. This is a significant milestone and reflective of how effective we are becoming at meeting student needs thorough the implementation of the Berry Street Education Model (BSEM), evidence-based teaching practices and meeting student needs through individual planning for learning and transition.
- **Behaviour Improvement:** We achieved a 70% reduction in challenging behaviour incidents, decreasing from 27 incidents in 2023 to just 8 in 2024. This underscores the effectiveness of our reconceptualization of our Student Behaviour Management Policy and Procedure which draws from the theory of positive behaviour support, trauma-informed approaches, and a focus on creating a school that is both physically and psychological safe.
- **Individual Learning Plans (ILPs):** This year, we introduced ILP Week at the beginning of the school year, ensuring that every student had a tailored learning plan before commencing the year. Ongoing ILP reviews throughout the year helped maintain alignment with students' goals and needs, fostering greater engagement and progress.

Teaching & Learning Initiatives

Trauma-informed practice remains at the core of Novo's pedagogy. Continued professional learning and deeper integration of BSEM strategies have resulted in improved student engagement and self-regulation. Additionally, we developed an assessment tool for BSEM implementation to help Campus Coordinators work with their teams to deepen and embed BSEM theory and practices. This tool will be implemented in 2025 to further strengthen our trauma-informed pedagogy.

Timetable Adjustments for Deeper Learning

Following last year's review, we implemented our 3-block model with morning CPR (Consistent Predictable Routines) across the whole school. This has given students a solid day commencement procedure and structured learning periods that reduce transitions and enhance stamina for learning.

Full Implementation of Vertical Streaming

This year marked the full implementation of vertically streamed classes across all Novo campuses. Vertical streaming allows students to engage with learning at their developmental level, rather than being confined by traditional year-based structures. This shift has provided greater flexibility in curriculum delivery, improved peer learning opportunities, and supported students in progressing at a pace suited to their individual needs.

BKSB (Basic Skills Key Builder) Integration

We strengthened our commitment to data-driven literacy and numeracy intervention by integrating BKSB into the morning routine. Students now engage in 30 minutes of structured literacy and numeracy

skill-building each morning, ensuring consistent development in these foundational areas. This has allowed us to provide targeted interventions and track student progress more effectively, with a focus on helping all students achieve at least an exit Level 3 or better on the Australian Core Skills Framework (ACSF), a key benchmark for future education and employment pathways. Early results (over a 6-month period), 36% of students have had measurable gains in numeracy and 15% in literacy. At the end of 2024, 35% of our students were working at Level 3 or above in numeracy and 69% in literacy.

Looking Ahead

With strong foundations now in place, 2025 will see further refinement of our trauma-informed and evidence-based approaches to teaching and learning. We will continue to deepen staff expertise, enhance data-driven decision-making, and ensure every student at Novo Education Space has the support, skills, and opportunities they need to thrive.

Kim Brady
Leader of Teaching and Learning

"This school is amazing for extra support in learning. The teachers are incredibly understanding. They're fair and respect students. My mental health is awesome knowing I have support at school and home. I'm very happy at Novo. It's a safe place that I feel comfortable going to every day."

- 2024 Student Survey Respondent

Campus Reports

Novo Education Space Nowra

The year of 2024 has been a year of growth and change. We have welcomed new students and staff and developed a positive pathway to changes and transitions. Through it all, we've seen an overwhelming spirit of positivity, resilience, and collaboration. Our students have demonstrated incredible strength as they navigated this period of change, embracing new students and staff to the campus.

Identifying learning and growth

The BKSB (Basic Key Skills Builder) is integrated into our daily learning. It provides a comprehensive assessment of key areas such as literacy, numeracy, and functional skills, allowing educators to determine a student's current level and tailor their learning journey accordingly in:

- Literacy - reading, writing, spelling, punctuation, and grammar.
- Numeracy - solve problems, handle basic arithmetic, algebra, and data interpretation.
- ICT - assesses the student's ability to use technology and software effectively.

This program allows students to work at their own level, while also being challenged to learn new concepts. We look forward to embedding this program into our daily routine in 2025.

Deeper, more meaningful learning opportunities

At the Nowra Campus we have continued with our three Learning Blocks per day, where students explore subject areas at a deeper level. Year 12 students were also offered the opportunity to engage in training, resulting in skills and qualifications to assist in their education and work beyond Novo.

Setting new goals and objectives

Staff continued working deeply with the Berry Street Education Model (BSEM) approach to teaching and learning. We look forward to embedding this practice into our learning in 2025 as students will learn life-long skills in self-regulation and strategies to increase focus and engagement in their learning and day-to-day life.



Consistent, predictable routines

Consistent, predictable routines, such as morning and afternoon circles, provided structure and stability in the classroom, which allowed our students to anticipate what would happen next whilst feeling a sense of security, safety, and control.

Strengths-based approaches to teaching and learning

Staff ensured to identify and build upon student's strengths and capabilities. By focusing on what students can do, and using these strengths as the core tenet of all interactions with students, staff helped foster a sense of competence and confidence in student ability.

Building positive relationships

Positive, supportive relationships continued to be at the heart of Nowra's practice. Staff prioritised building connections with students, their families and carers based on trust, respect, and unconditional positive regard. These relationships provided a foundation for learning and growth, helping students feel safe and valued in the classroom. This year at Nowra we introduced 'Games' at break times where students could build new peer connections, whilst also building on their relationships with staff.

Social and emotional learning (SEL)

Adding social and emotional learning to the timetable ensured our young people had ample opportunity to engage in the development of social and emotional skills alongside academic content. This year we engaged in a program through headspace called "Lives Lived Well", where students consolidated their social and emotional learning and navigated through important strategies and lifestyles that promote

health, wellbeing and safety. Students learnt essential skills such as self-regulation, self-management, social awareness, relationship skills, and responsible decision-making.

Community partnerships

Collaboration with families, caregivers, and community organisations remained central to the Novo Way. By involving the broader community in the educational process, and ensuring meaningful experiential learning opportunities were scheduled, staff provided comprehensive support to students both inside and outside the classroom.

In summary, change and resilience, along with positive connection with self and others were at the core of Nowra's practice in 2024. By prioritising consistent, predictable routines, personalised learning, social and emotional learning, professional development, assessment and feedback, and a commitment to excellence, Novo Nowra finished the year proud of fostering a safe, inclusive, and productive learning environment.

Isobel Robinson
Acting Campus Coordinator



Novo Education Space Vincentia

The Novo Way

In 2024, Vincentia campus remained committed to supporting students and their families in engaging with education within a nurturing and inclusive environment. Towards the end of the school year, we supported students, families and staff with a transition towards closure of the Vincentia campus and relocation of teaching and learning at the Novo Nowra campus. Throughout the year, students and staff continued to embody 'The Novo Way', particularly emphasising the school values of safety, self-determination, and success. Students demonstrated remarkable resilience and adaptability across various aspects of school and community life, and it was inspiring to witness their growth in skills, capabilities, and knowledge.



Professional Learning

We continued to implement the Berry Street Education Model (BSEM) into our daily practice. Students and staff found many ways in which to increase their understanding of themselves and their interactions with others by applying the evidence-based principles from this fantastic model.

Vincentia campus made a priority of implementing the Ready to Learn plans that help individual students to self-regulate for enhanced learning opportunities. The focus was on helping students to select effective strategies to minimise avoidance and maximise time spent on task. Staff had to be collaborative and innovative in working out strategies to assist students and ensure a productive and safe classroom.

In terms of Relationship Practice, staff became more skilled at using established procedures and ways of working to support our students in conflict resolution, self-management and goal setting. Staff also encouraged consistent use of language and worked with families to embed these practices into students' home lives where possible, for maximum effect. The impetus on collecting quality data to inform interventions assisted staff to respond to challenging behaviours and allowed them to work more effectively with students to meet their unique needs.

Cultural Engagement

Students had the opportunity to dive deeply into local First Nations culture and ways of knowing during our unit based around the Term 2 Big Idea on Australian History and Culture – through the eyes of our First Nations people. The campus was fortunate to have access to the support and network of a Student Wellbeing Officer who is a Mutti Mutti person with great traditional knowledge and artistic ability. Students participated in cultural activities from an artistic and storytelling perspective, learning about First Nations astronomy and seasonal patterns. During the later part of the year, students participated in a number of excursions on Country, kayaking on the local Currumbene Creek and bushwalking at a range of local sites in and around Nowra.

Teaching and Learning - ASDAN

In 2024, both staff and students gained a deeper and broader understanding of the ASDAN program. Collecting and showcasing evidence of learning became more straightforward for both students and teachers. Additionally, students grew more proficient in managing their own ASDAN portfolios, actively requesting to complete specific challenges and modules to further tailor their work to their chosen pathway. This resulted in an increase in the number of students achieving ASDAN credits and Awards through the year.

Here are two examples of challenges that students worked on this year.

- Students designed their 'dream home of the future' incorporating environmental principles such as zero waste and thermal efficiency, using both Visual Design and Science skills to complete the challenge set by ASDAN to design a building for future use.

- The enterprise design challenge allowed students to participate in the creation of a product (or marketing of a skill) and explore all the elements of running a small business, including finances and budgeting, advertising, design of a product and market research/evaluation.

A number of students from the campus participated in their own personal project work using the ASDAN short course curriculum. It was wonderful to see the range of interests that the students were able to incorporate into their learning, and a testament to the flexibility of the ASDAN program to sit alongside the NSW curriculum outcomes.

Student Supports – Individual Learning Prescriptions

In 2024, the Vincentia Campus staff worked to make improvements to the process of developing and maintaining the students' Individual Learning Prescriptions (ILPs). By using dedicated time at the start of the year to partner with parents and carers in developing these to a high standard, staff were able to implement a number of new and innovative strategies to meet individual needs. The ILPs also incorporated student goals (both short and long term) and included specific information from parents and carers to better serve our learners and ensure that we remain in the 'with' box in helping students succeed. The collaborative design of the ILPs builds on learning from previous years at Novo Education Space and ensures that our learning adjustments are implemented with greater fidelity.

We also worked with a wide range of external health and wellbeing providers, strengthening our partnerships with psychologists, specialist educators, physical therapists, mental health units and occupational therapists.

Community Engagement

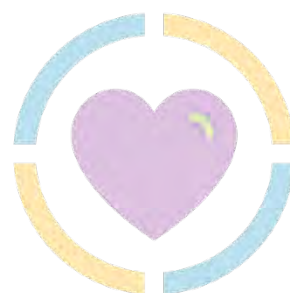
Four students participated in work experience this year and found it valuable, as they were able to assess whether their chosen work environment was a good fit. Other students now have a better understanding of their work preferences and can explore the many other options available to them. Additionally, several students enrolled in TVET (TAFE) courses to complement their school learning, with two students successfully completing their qualifications.

Other opportunities for community engagement included a visit to the University of Wollongong Science Space, indoor and outdoor rock-climbing excursions, a visit to the local nursing home for the 'My Story Matters' project, combined excursions in Term 3 to meet new learning colleagues from Nowra Campus, as well as ten-pin bowling and a zoo trip. We engaged with a local craftsman and ex-serviceman, Dan, who came and taught students the practical skills of silver jewellery making, as well as sharing his personal experience of using this artform as therapy for stress or anxiety. This engaging activity was a highlight for many of the students and their pride in the finished pieces was evident.

Closure of Vincentia Campus

After significant consideration and consultation to address some ongoing challenges with operating from our site in Vincentia, a decision was made to close the campus and assist Vincentia students to transition to learning at our Nowra campus. A considerable amount of work went into helping the two groups of students and their communities become comfortable the emerging changes. Although there were many impacts of the transition, the positive effect on the future of Novo in the Shoalhaven in terms of staffing security, collaboration and enhanced learning opportunities for students, is immense. The students from both campuses now eagerly await the opportunity in early 2025 to learn and thrive at Novo Education Space Shoalhaven, based in Nowra, complete with purposely designed facilities and a strengthened and united staff team

Meg Hitchick
Acting Campus Coordinator



Novo Education Space Wollongong

Reflecting on 2024, the Wollongong campus had a great year filled with engaging learning experiences, events, and significant milestones. Students and staff demonstrated resilience, curiosity, and a strong sense of community as they worked through the year together.

From the very start, our campus embraced new opportunities for learning and connection. Lively debates brought fresh perspectives into the classroom, including a discussion on the age-old question: "Which came first, the chicken or the egg?" as we hosted several eggs that hatched into live chicks just before Easter.



A strong focus on wellbeing saw students participate in an educational initiative to dispel misconceptions about vaping, ensuring they had evidence-based knowledge to make informed choices. As a result, our campus saw a massive reduction in students vaping, and many students engaged with quit plans to make this possible.

As the year progressed, changes within the campus created new opportunities for collaboration. The relocation of Stage 5 students into 'The Block' with Stage 6 fostered a more cohesive learning environment, supporting team teaching and whole-school activities. We said farewell to long standing Campus Coordinator Oliver Naylor in Term 2, and Acting Campus Coordinator Josie Tomlinson in Term 3, both of whom made substantial contributions during their time with us.

Learning from First Nations cultures was a significant focus, with students examining Indigenous songs, plays, and stories, cooking with native Australian ingredients, analyzing 'Closing the Gap' statistics, and incorporating Indigenous art influences into their visual design projects. Dreamtime stories were explored alongside studies of the solar system, leading to hands-on science experiments such as making moon craters and launching rockets. Learning also extended beyond the classroom, with excursions offering rich, real-world experiences. Stage 5 students completed their PDHPE outcomes through laser tag, while Stage 6 students visited the Bush Tucker Garden at Wollongong Botanic Gardens to learn about First Nations food traditions.

A strong sense of community was evident throughout the year, with students coming together to celebrate diversity and inclusion. International Day Against Homophobia, Biphobia, and Transphobia (IDAHOBIT) was marked with a whole-school morning tea, reinforcing the school's commitment to creating an inclusive and accepting culture. The importance of mental health and wellbeing was highlighted on R U OK? Day, where students engaged in meaningful conversations about supporting one another. September's Living Books Event provided another opportunity for connection, as students listened to community members share personal stories, fostering empathy and understanding.

A key theme of the year was future success, with students encouraged to explore career pathways and develop new skills. Work experience placements provided valuable real-world insights, supported by local businesses who generously offered their time and expertise. Visits to ITEC Academy introduced



students to tertiary courses in music and hospitality, while workshops at Green Connect Farm focused on sustainability, environmental stewardship, and career opportunities in agriculture and horticulture. In the classroom, students embraced creative projects such as designing a tattooing business, developing a children's alphabet book, creating a cookbook, and producing an original battle card game. The first-ever Culinary Clash saw Year 11 and 12 students showcase their cooking skills in a friendly competition, demonstrating creativity, teamwork, and an impressive level of culinary talent.

Throughout the year, a school-wide focus on attendance led to noticeable improvements, with students making a strong effort to stay engaged in their learning. Their resilience and motivation were evident in both the classroom and beyond, as they embraced opportunities to challenge themselves and grow.

As our year came to a close our students showed a great deal of resilience and perseverance to achieve some outstanding results in their learning, with 107 ASDAN credits awarded to students, which was an outstanding 224% increase on the previous year.

The tribute speech from our year 12 students at our Celebration of Achievements Ceremony captured the very essence of what Novo Education Space Wollongong Campus is all about, “One of the biggest challenges I and many other students faced while at Novo, is trying to find the courage and motivation to show up every day and put as much effort as we possibly can into our work. What helped was how supportive the staff and student community was as they encouraged us to keep striving for success”. This encouragement, support and courage from our students saw the biggest ever cohort of year 12 students stay connected to school and be supported to transition off into the next steps of further education and employment.

Finally, we wrapped up the year by farewelling our year 12 students at a lovely luncheon, followed by a whole of school day at Jamberoo Recreation Park, which was enjoyed by both staff and students, with everyone exhibiting the values of inclusion and collaboration to make the day both fun and safe.

As we look ahead to 2025, we celebrate the progress, achievements, and connections that have defined this year. The Wollongong campus continues to thrive as a place where students are supported, challenged, and empowered to create a positive future.

Kim Brady and Monique O'Hara
Acting Campus Coordinators



Student Outcomes and Results

NAPLAN

Novo Education Space Year 9 student outcomes in standardised national literacy and numeracy testing can be found on the My School website (<http://www.myschool.edu.au>). Two students participated in the NAPLAN tests in 2024.



Senior Secondary Outcomes

Novo Education Space is a registration only school. In 2024, students in Years 9 to 12 were not entered for the NESA credentials of Record of School Achievement (RoSA) or the Higher School Certificate (HSC) and therefore reporting of RoSA or HSC results is not applicable for the school.

ASDAN Awards

Students at Novo Education Space study and work towards NESA curriculum outcomes in Stage 5 and Stage 6 courses. In addition, students develop portfolios of work to gain credits towards Bronze, Silver or Gold Awards through the International Accreditation body, ASDAN (<https://www.asdan.org.uk/>). Students can also complete short courses and earn other micro-credentials. This alternate program is designed to develop real-world skills through the completion of challenges that relate to individual student interests and life goals identified in their Individual Learning Profile.

To achieve an ASDAN Bronze Award, students must complete six credits equating to approximately 60 hours of work. The credentials are cumulative, so a further six credits (total 120 hours work) will achieve a Silver Award, and another six credits (total 180 hours work) will achieve a Gold Award.

Students are required to plan and review their work at key points, explaining how they have developed their skills in six areas:

- Ability to learn
- Teamwork
- Problem-solving
- IT skills
- Literacy
- Numeracy

Outcomes	Number of Students	
	2023	2024
ASDAN Bronze Award	5	12
ASDAN Silver Awards	0	2
ASDAN micro-credential credits	24	107
Completion of Year 12 Certificate	4	9 (50%)
Year 12 students completing vocational training	0	2 (11%)

We congratulate all the students who have made progress towards their school completion through the opportunities provided at Novo Education Space. It should be noted that many Novo Education Space students progressing into Year 11 or 12 are the first in their immediate family to have done so. In the context of Novo Education Space as a Special Assistance School, regardless of any Awards achieved, the learning growth of our students is our priority for celebration.

Vocational Education and Training (VET)

In 2024, 8 students in Years 11 and 12 commenced Vocational Education and Training Courses through TAFE, with 3 students successfully achieving a Statement of Attainment towards completion of their qualification. The qualifications undertaken were:

Certificate III in Design Fundamentals

Certificate II in Baking

Certificate II in Salon Assistant.

Post-School Destinations

A total of 25 students left Novo Education Space at the end of 2024, including 18 Year 12 students. Intended destinations of these students were:

Destination	Number of Students
Relocated out of area, enrolled at another school	1
Enrolled at another school in local area	2
Undertaking Vocational Education and Training	5
Employment or seeking employment	9
Unknown destination	8

Workforce Composition

Novo Education Space employed the following full-time and part-time temporary or ongoing staff in 2024:

Category	Number of Staff	Full-Time Equivalent
Teaching	12	10.9
Non-Teaching	18	13.7

One member of staff identified as Aboriginal or Torres Strait Islander.

Teacher Accreditation

All teaching staff met the professional requirements for teaching in NSW according to the following categories:

Level of Accreditation	Number of Teachers
Conditional	0
Provisional	2
Proficient Teacher	10
Highly Accomplished (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	12

"I find that this work is very rewarding and the organisation aligns with my personal values."

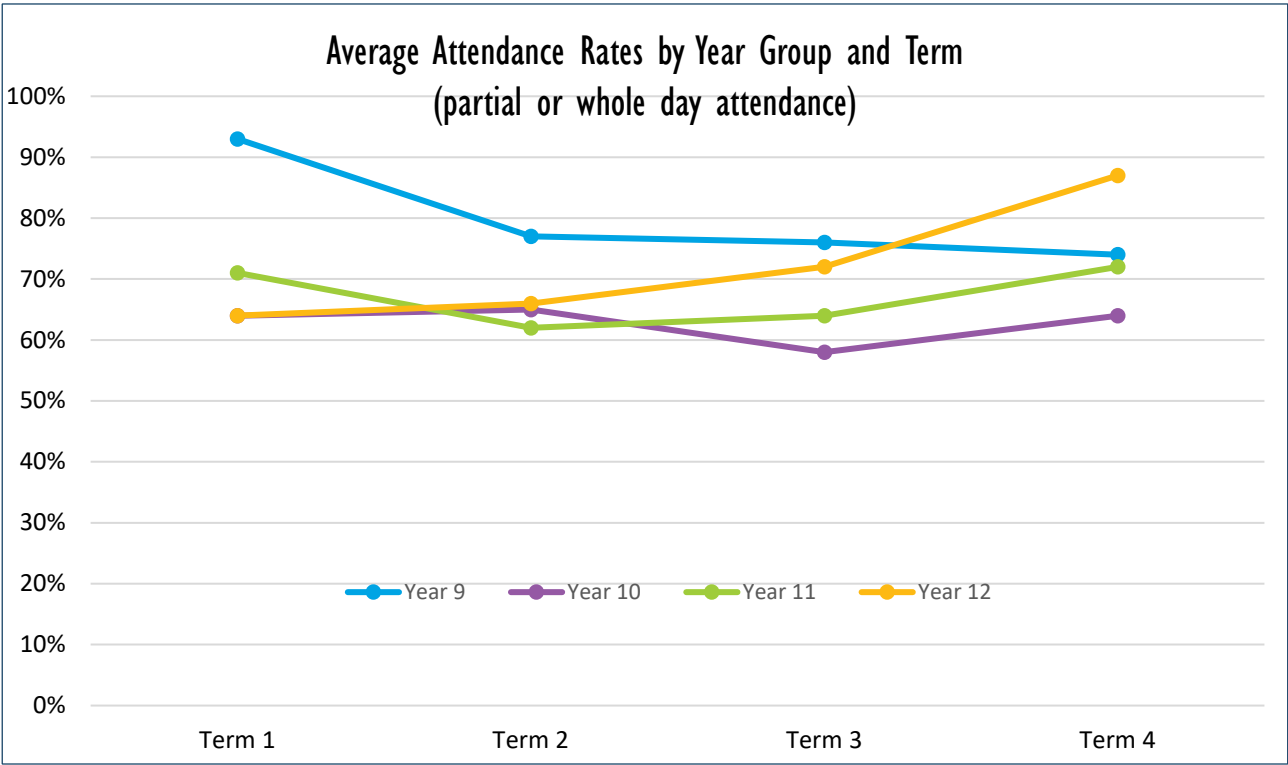
- Staff Survey Respondent

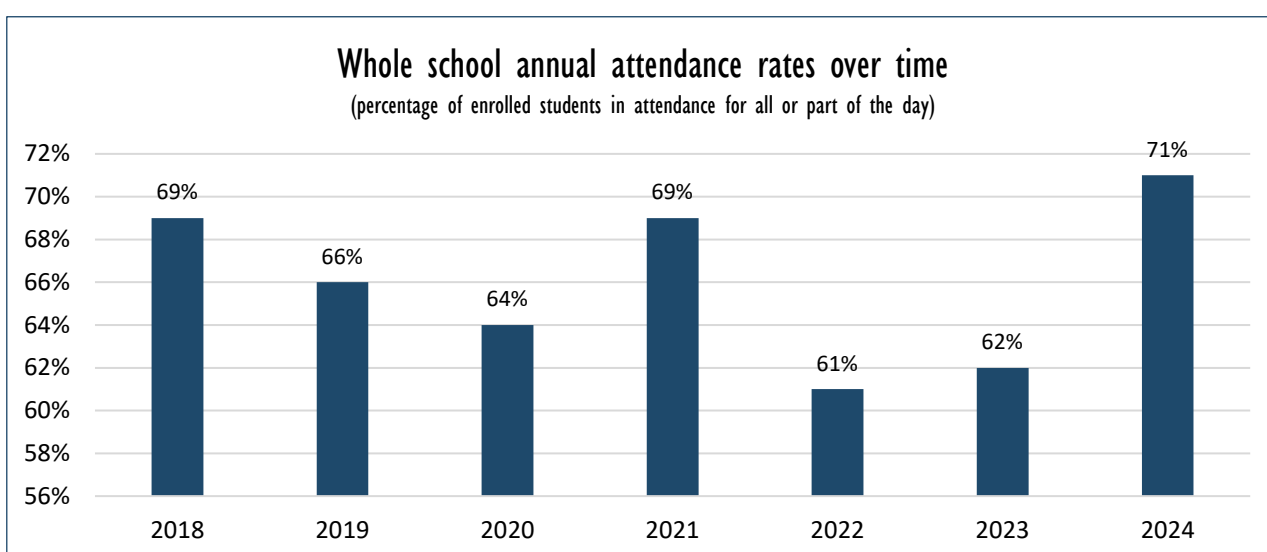
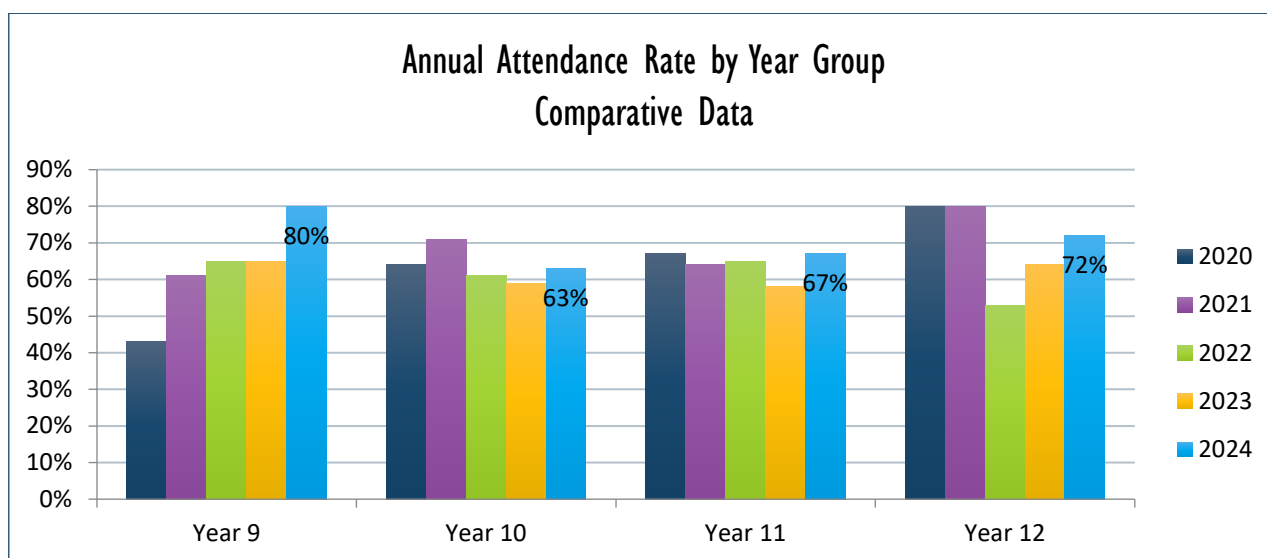
Student Attendance

Average attendance across the school overall improved from 62% in 2023 to 71% in 2024. This was a result of targeted efforts of teaching and wellbeing staff to implement strategies for school engagement, procedures for consistent follow up of non-attendance and evidence-informed programs for school refusers. There is variation in attendance rates between the Year groups and from term to term, with Year 10 attendance across all terms presenting the biggest challenges.

Attendance rates in 2024 are detailed as follows:

	Present for part or all of the day			
Year Group	Term 1	Term 2	Term 3	Term 4
Year 9	93%	77%	76%	74%
Year 10	64%	65%	58%	64%
Year 11	71%	62%	64%	72%
Year 12	64%	66%	68%	87%





A significant number of students face personal, health and wellbeing, socioeconomic, and other barriers to completing their education. It should be noted that prior to attending Novo Education Space many students were not attending school at all and it is an achievement for many that they are establishing a regular pattern of attendance, even if this is, at times, only partial attendance on any given school day.

Novo Education Space remains committed to working with students, parents/carers and other support people to improve student attendance. Individual consideration is given to each student and their particular circumstances. We formulate a comprehensive plan for students who are struggling with regular attendance, which is managed by the Campus Coordinator and the student's allocated Wellbeing Officer in conjunction with the student's Mentor Teacher. Strategies include home visits, attendance agreements with students, negotiated flexibility in attendance supplemented by work that can be completed at home, support meetings with parents/carers and other service providers involved in the care of the young person with individual goal setting around attendance, and exemptions from attendance for specified periods where medical or mental health problems are persistent or have an ongoing impact.

Information on the school's attendance rates can also be found at the My School website:
<https://www.myschool.edu.au/>

School Policies

The following policies are available on the school website:

[Bullying Prevention and Intervention Policy](#)

[Child Safety Policy](#)

[Child Safety Code of Conduct](#)

[Child Safety Complaints Management](#)

[Complaints and Feedback Policy](#)

[Educational and Financial Reporting Policy](#)

[Enrolment Policy](#)

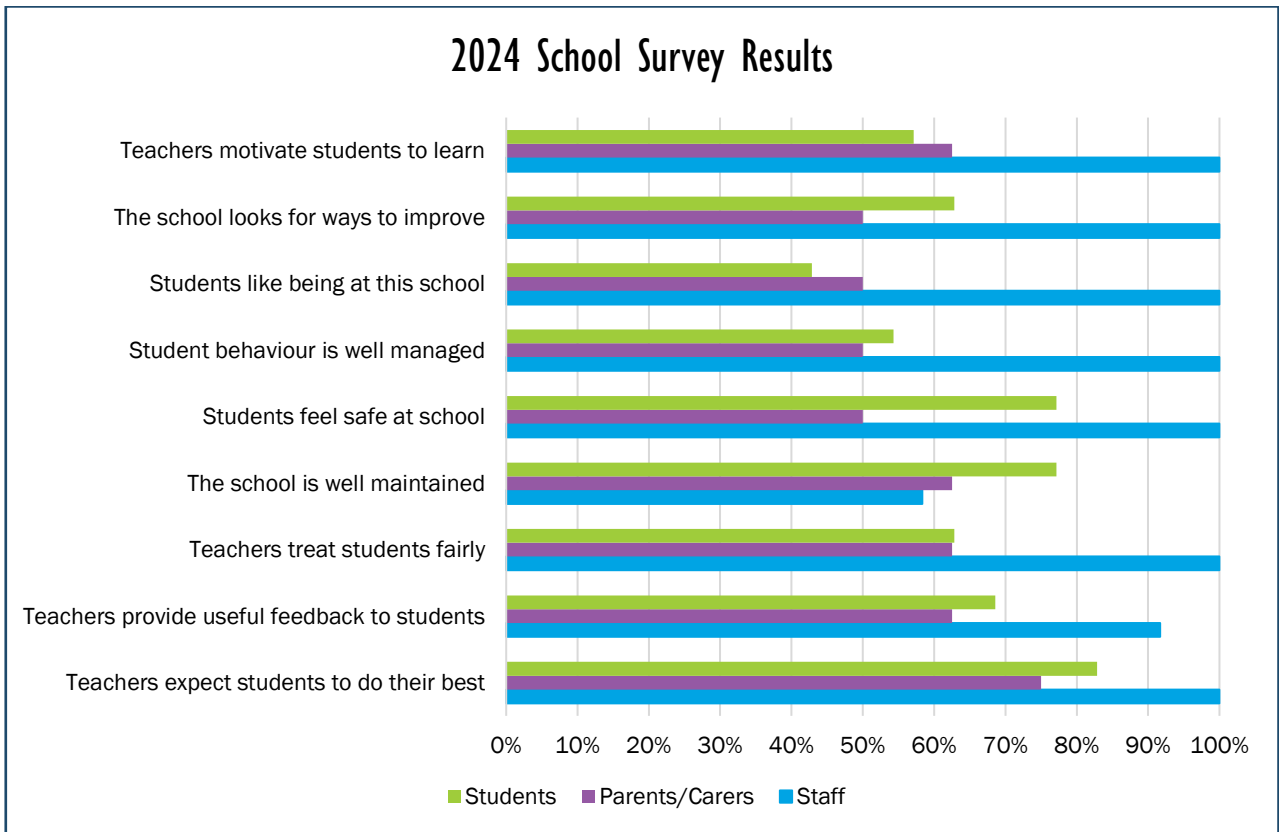
[Student Behaviour Management Policy](#)



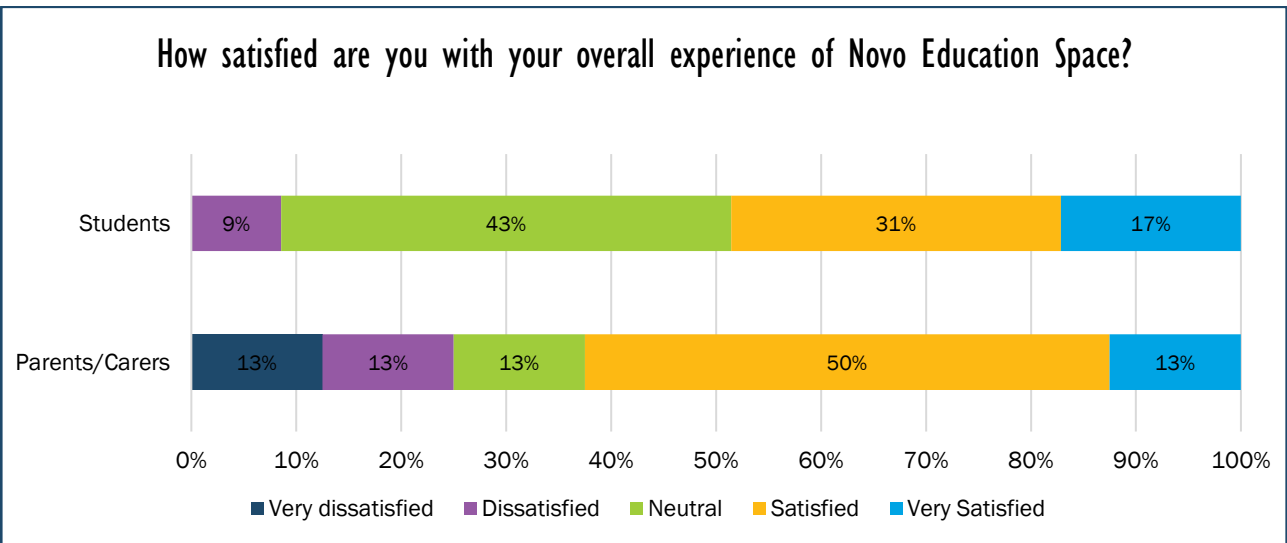
Stakeholder Satisfaction

In 2024 Novo Education Space students, parents/caregivers and staff participated in satisfaction surveys. Surveys were completed by 35 students, 8 parents/caregivers and 12 staff.

This chart shows the percentage of respondents to the surveys who either agreed or strongly agreed with the following survey statements.



The following chart indicates student and parent/carers overall satisfaction with their experience of Novo Education Space.



Summary Financial Information

Chart 1: Recurrent and Capital Income 2024

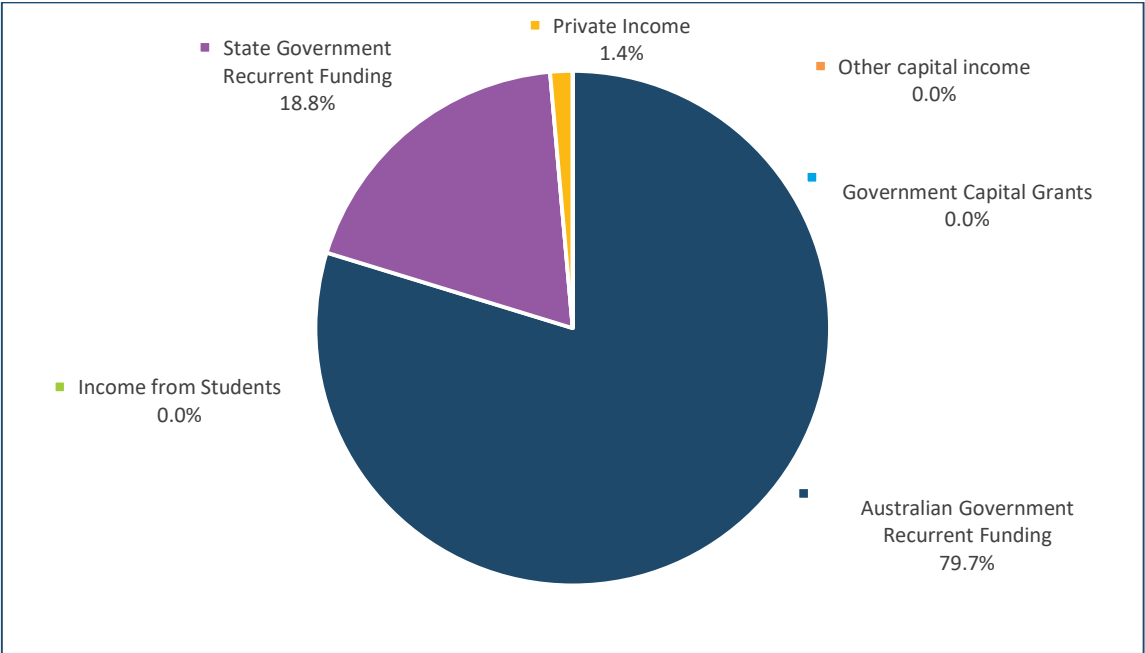
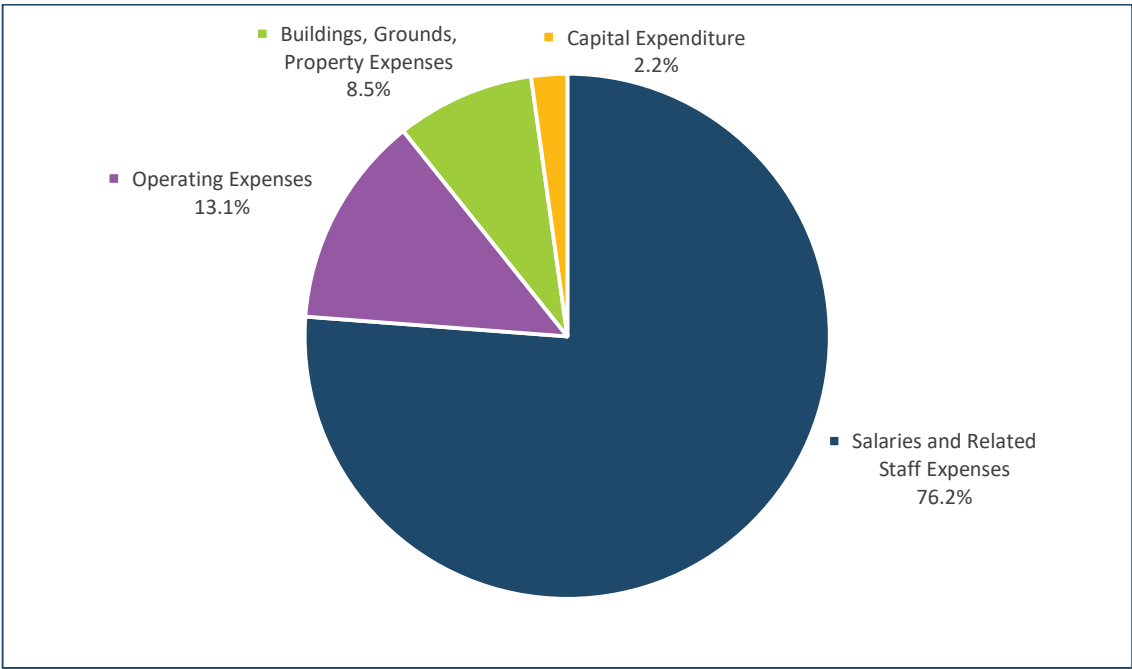


Chart 2: Recurrent and Capital Expenditure 2024





**You can't go back and
change the beginning, but
you can start where you
are and change the ending**